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ABSTRACT

With enrollments in the social sciences declining markedly and their educational values being deemphasized, a new approach must be taken to social sciences instruction. Social science courses are antiquated, need revision, fail to offer enough job relevance to draw most students, are taught too conservatively, and no longer enjoy a protected status. In order to improve social science instruction, the following techniques should be adopted: (1) sociology and history concepts should be integrated into natural science courses, such as environmental science and mathematics, to increase their relevance; (2) history departments should train students for careers other than teaching; (3) the educational importance of the humanities should be stressed over the present "education-for-profit" philosophy; and (4) mini-courses should be implemented. Responses to a social science survey conducted at Laney College (California) in 1981 support these conclusions. Survey responses from students taking two or more social science courses revealed that they were taking the courses because they were interested, socially concerned and aware, and enjoyed the teachers. Students enrolled mainly in math and science courses who did not take social science courses (20% of the respondents) indicated that they did not find the subject interesting. Those who did take these courses did so out of interest and to meet graduation requirements. Curriculum restructuring would encourage students to view social sciences as a necessity, rather than an interest. (DAB)

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In recent years, the Social Sciences have shown a marked trend towards declining enrollments either in respect to specific departments or individual disciplines. The causes are multi-faceted with no individual cause being less or more significant than the other cause. In diverse geographical areas and regions, different causes have spelled the doom of different Social Science Curriculi.

These devices as expressed by students interviewed in the San Francisco Bay Area over the past years are: 1. The Social Sciences Courses are antiquated and in need of revision, and in some cases dispensation. 1. In this era of depressed economics, Social Science disciplines fail to offer enough job relatedness to draw students in sufficient numbers, but merely tend to serve those students who want to teach. 3. Social Science Courses are taught by Conservatives whose delivery of material is insufficient to teach today's highly aware students. 4. The Social Sciences, no longer enjoy the "protected" status as they have in the past, when Political Science, History 17 A+B, Psychology, and Anthropology were required courses.

Focus of The Paper

This paper will not deal in any way with traditional Social Science Methodology, but will most radically depart from tradition, being that the problem is basically tradition. We will dispense with the use of multi-graphs and charts which must certainly express mature Social Science scholars, but not students.

We will highlight two (2) basic broad areas of Social Science, History, and Sociology, and will examine the results of student surveys in the final part of the paper.

New Methods To Be Discussed

The primary new methods to be discussed are: 1. Relatedness and structuring of traditional Social Science programs to disciplines and fields now enjoying high enrollment and employment. 2. The mini-course approach. 3. The rekindling of interest into the study of Humanity, as opposed to the "Education for profit syndrome." In more appropriate language, we must push for a neo-Social Science Revolution.

The realization has finally dawned that the founding fathers of the Social Sciences, such as B.F. Skinner, Howard O'Dum, Louis Agassiz, Albert Bushnell Hart, Frantz Boas, and W.E.B. DuBois are all gone. It was they who constructed the Social Sciences as serious disciplines of study, and to them we owe an undying gratitude. However, in the 1980's, the Social Sciences constructed by scholars for scholars, will not fill the classrooms or the diverse needs of a highly complex society. Scholarships must be maintained, but made amenable to the non-scholar as a Social Science student.

In discussing how we can relate the Social Sciences to discipline highly employed areas, how can we relate the study of Science to the Social Sciences? In other words, how can we make those in the scientific fields deem it essential that the Social Sciences become an important component of their study? We can start by asking another essential question; Can the Social Sciences factor influence a person's scientific study? Donald C. Pelz, a noted Social Scientist, believes that it can. It might do so in part by affecting the individual's motivation towards his scientific work![1]

Individual studies dealing with contracts with single individuals, contact with scientific colleagues, leadership methods of immediate chiefs, and leadership factors of the laboratory chief have been performed by

Social Scientists, mainly sociologists, which prove exclusively that social factors do have a bearing on the performance of certain scientists.(2)

Social Scientists need to seek means and channels to make such material cognitive to business and industry, but also to make them known to the colleagues in their own institutions, demonstrating the value to students, to the sciences, and the interdependence of these fields on the sociology. Right now, all effort is being directed at business and industry with sociologists making "fat" consulting fees. This same effort should be directed at the different departments to persuade them to include the other social sciences as required courses for their students. Every conscientious effort should be made to bring all students into the realm of the Social Sciences. The Social Scientist has to make this necessity a reality.

A key example can be examined by observing the Peralta District in Oakland, California, consisting of five colleges with a large minority population. About nine years ago, the Ethnic Studies Departments formed a mini-consortium to convince the district that there was a substantial need for all students receiving "AA" Degrees in that district to take at least one Ethnic Studies Course either in Black, La Raza, Asian, or Native American Studies at any of those institutions. The experiment has proven successful for Ethnic Studies. Laney College has the only Autonomous Ethnic Studies Department in the district, and however, Ethnic Studies Courses still survive in the other institutions. This is long after many "experts" having labeled our courses as "frills", predicted that they wouldn't last. Although efforts have been made to dislodge this requirement, it still remains. This was achieved by Social Scientists working together then and now.

In the beginning of the paper, the author insisted that the Social Sciences no longer enjoy a "protected status" with many of the relegated

to electives. It is the duty of the Social Scientists to convince the "powers that be", that today's times demand a well-rounded education with the Sociology and others being an integral and essential part of that education. Harvard University is now returning the concept of a well-rounded total education, rather than a "specialized emphasis".

Being that the relationship between Science and Government is virtually interdependent, universities need support from their government, and the government needs the knowledge produced by university research. These are important means by which the society exerts pressure on Science, because it exerts this pressure on government through accountability factors. The Sociologist plays a role by finding or identifying those problems most needed to be remedied, reserving the extent of them and providing the Scientific institutions with some type of "Blueprint" with which to proceed. John R. Seely stated, "The Social Scientist in contrast to all other role players, conceptually must be conceded the right and given the duty of bringing the whole society under review from some standpoint yet to be defined."(3)

In defining the problem, hypothetically, we can use alcohol and drugs as a defined Social problem. Neither the Sociologist, nor the Scientist can attack the problem by themselves. It is up to the Sociologist to measure the extent of the problem and recommend remedies, and the Scientist to find the essential biological methodology. The material supplied by the Sociologist, is the medical doctor who maps out a plan for treatment of the alcoholic and the addict. This same data is essential to law enforcement agencies, welfare offices, and clergy in knowing the extent to which their services are needed. The Causal Factors can only be found in the environment in which they are conceived and tried,

the Social Scientist must develop the strategy for exploring the relevant environment.

Problems in Conservation and Environmental Science have definitive social implications. A course in the Sociology of Conservation stressing the relationship between energy conservation and human growth and happiness along with the total effect of the corruption of the environment is a much needed addition to any Social Science Curriculum, which could be taught by trained Sociologists in that field.

Professor Harry Edwards of the University of California at Berkeley, teaches a class in the Sociology of Sport, which is very well attended with the new emphasis on "the million dollar baby" syndrome. Sports is an integral part of this society as demonstrated by the number of huge stadiums being built all over the world. The Sociology of Sport showing the interaction of sports on the total society is an idea whose time has definitely come! Professor Edwards' large classes demonstrate its importance to enrollment. The Sociologist has to take the lead in pushing the essentiality of their discipline to Sociology.

History

History is an important segment of any curriculum and rightfully so. Robert V. Daniels wrote, "A person is to know some History if he is to understand the world in which he lives, or to act with wisdom and perspective."(4)

Unlike other Social Sciences, History must be drawn upon from all other fields, for all other fields must know what has happened before they can be effective. History offers sound training in criticism and conclusions, which are essential to success in any field. These qualifications offered by trained historians, tend to be forgotten as objectives in the drawing

of students to History classes. Teachers no longer stress these essentials, but push the "time worn" theme of History for the training of teachers and scholars. It is time to depart from the theme of History for teachers only. Progressive History Departments are beginning to train their students for other careers beyond teaching. This includes work with historical societies, museums, and similar agencies. Texas Tech University cooperates with the Texas Historical Commission to offer courses in Park Administration. The training includes eight (8) courses from the History Department with focus on Historic Interpretation. A Masters Degree program in Museum Art was initiated by North Texas State in 1974, which lists among its options, Art, Historic Preservation, State History, Anthropology, and Natural Science. Boston University offers graduate courses for students in Historical Society and Museum Careers. Students design their own program, but work closely with faculty members from the Historical Preservation Societies.

The State of Georgia initiated a plan in 1977. When students taking courses in History classes from Armstrong State College, they began working as volunteers with The Georgia Historical Society and The Historical Savannah Foundation. They are helping to provide Historical Data for the more than 1,100 buildings, and are becoming experienced in research techniques, not usually experienced until graduate study.

At American University in Washington, D.C., students attend classes in Archives Administration, and will receive three (3) units per course from the History Department. The program is held in conjunction with the Library of Congress, and The Maryland Hall of Records.[5] This is seen as an opportunity to take those more popular courses, and move them into the regular Social Science Program. It tends to be a college within a college, researching new courses and their effects in real classroom situations.

Humanism Reconsidered

During the 1960's, this society briefly flirted with the notion of reconsidering moral and humanistic virtues in contrast to pro-Capitalistic monetary ones. This might be shown in the upsurge of the Civil Rights Movement or the 1960's, and the Anti-War Movement of the early 1970's. Being that the Social Sciences were formulated with society in mind, it was seen initially as a discipline that would be in the Vanguard of any humanistic front. However, by the mid-1970's, with the primary thrust being back towards a Capitalistic front, it appeared that the rebirth of "Education for Profit" Motive would reassert itself with frightful consequences. In this era of "Super" Science, computers, and pure technology, it is understandable that the shift would turn away from the Social Sciences. Students, Black, White, Asian, and others were and are encouraged to take those courses dealing with high finance and technology for "Survival" if for no other reason. Accounting, Marketing, Higher Math, Computer Science, Biological Science, Anatomy, and Physiology. This has become the "Modus Operandi" for Contemporary America.

"Lest We Forget"

Some fundamental questions have to be asked here. If we teach only engineering, will America produce anything but engineers? If we stress only Science, will be produce only Scientists?

In 1957, The Union of Soviet Socialist Republics shook the very foundation of the Western World with its development and implementation of the first orbiting satellite: "Sputnik". There was an immediate response in the educational community. We must produce more scientists, was the rallying cry, as students were cajoled, pushed, and virtually coerced to turn to Science and Science Oriented Classes overnight. It was the author's concern to teach a medical specialty, but he soon discovered to

his remorse, that he simply was not interested.

That virtual moment, th· Civil Rights Movement was bursting into the news! The lessons of Birmingham, Watts, Detroit, Newark, and others throughout the 1960's demonstrated that our Social Problems were of such monumental proportions, that a world conceived as a Scientific Utopia, could not find its true fulfillment as long as the pathology of social decadence existed. It was soon found that these problems would demand more than Technological Science Expertise, but Social Science Expertise was of much greater significance! This period gave a considerable boost to Social Science and The Study of The Social Sciences.

These problems are by no means solved, in many cases they are worse. The mistakes of the past are about to be visited on us again, only this time with more devastating results. It will no longer be Blacks, but the Aged, Women, Immigrants, and the Handicapped. "Lest we forget!"

In a world where there is little understanding and Love, with soaring divorce rates, battered wives, abused children, disrespect for parents, apparent sexual experimentation, one parent families, rampaging, and drug addiction, is there not a greater need for trained professionals? In our schools where the teaching of God as Creator of the Universe, being the essence of an essential hypothesis with the resulting synthesis of Love and Peace, is no longer allowed. Is there not a need to appreciate the study of Basic Human Values?

In a society producing a significant number of young scientists for weaponry, with the results being the possible destruction of all mankind, there is a need for a Neo-Humanistic Movement. A very conscious effort should be made by the Social Scientist to re-introduce Humanism into whatever Social Science discipline, he or she might find themselves.

The Mini-Course Approach

Beginning with the Spring semester of 1980, a History instructor at Laney College, Mr. John McCully, came up with an idea for a mini--course series. This is in essence a series of courses which began between semesters roughly October 12 through December 12, and which are taught twice a week for 3 hour slots. This may first of all seem ominous, but it pays dividends in terms of enrollment and time well spent. Such courses allow the student to spend less time taking courses which he might not have been able to, due to the semester date spread. Courses in Anthropology, History, Art, Speech, and other new courses which regular curriculum schedules, due to money and other problems, have been ignored or termed as experimental. A chance to test their popularity and viability; students seem to like it. It also allows full-time instructors to teach a part of their contract on a faster schedule, but allows them a shorter schedule at the beginning and ending of the semester. This experience is still novel, but is showing progress with each advancing semester; new Social Science approaches are strongly encouraged by the administration.

The Social Science Survey

In the Spring of 1981, a Social Science Survey was taken at Laney College, a large Third World School, with a Black population of 51%, White population of 23%, Chicano population of 17%, with Asian and others filling the other 9%. The survey was first of all given to students with 2 or more Social Science classes. The survey, shown on the following page, contained 10 questions. The Second Group had students that were into the heavy Science classes and other classes, which may or in some cases did not have any Social Science classes.

In the first group, 71% of those polled chose question number 2. As one of their answers read, "That I find them interesting," as a reason

for taking Social Science Classes. 71% also chose the question that replied, "They make me understand the world I live in better." Question no. 4, almost everyone who marked no. 2, marked no. 4 and no. 5, "I enjoy the teachers in the field," was answered by 64% of all of these students. No. 9, "I was told by others, that the classes were very good," drew answers from 32% of the students. No. 6, "I am majoring in one of these fields, but not as a teacher," drew answers from 21.5% of the recipients, while no. 5, "I hope to work in one of these fields as a teacher," drew only 13% of the answers.

Those Social Science Students taking more than one course tended to take the courses because they were interested, socially concerned and aware, and enjoyed the teachers. Naturally, absent were the answers no. 1, "They are required for me to graduate," and no. 7, "I had nothing else to take, or no. 8, "They cancelled my class I had at this time." No. 6, "I am majoring in the field, but not as a teacher," got a higher percentage than no. 5, "I hope to work in the field as a teacher."

This again speaks out for structuring the Social Science Courses, not just for teachers, but mainly for these other groups. Social Science Classes structured for teacher-training are a thing of the past.

In the second group, made up of those students enrolled mainly in the heavy math and Science courses, there were some differences, but some surprises! The surprise was that a significant percentage of these students still considered the Social Sciences extremely valid disciplines. The difference is that 20% of them chose to take no Social Science courses at all and marked no. 10, "I don't take any Social Science courses because I'm notinterested," while leaving everything else blank. The written reasons were not all that varied. The most consistent answer being that they simply didn't have any time outside of their majors for these courses. The other

most quoted reason was that their major simply did not require these courses.

In all, 56% of these students who did take some Social Science courses marked no. 1, "Because Social Science courses were required to graduate. 98% of the students chose no. 2, "I find them interesting," this figure is higher than those students enrolled chiefly in Social Science courses. 58% marked no. 2, "I enjoy the teachers in the field," 68% chose no. 4, "They help me to understand the world I live in better," 17% chose no. 5, "I hope to work in this field as a teacher," again the low percentage indicative of the need to structure Social Science Courses for non-teachers. 13% chose no. 6, "I am majoring in one of these fields, but not as a teacher." Only 2% chose no. 7, "I had nothing else to take and did it to receive my grant." 25% chose no. 9, "I was told by others that the classes were very good." Even among students in the math and Sciences, the most important answers of 2 and 4, show the viability of these courses among these students to be because they are interested, and they considered the Social value of the courses. Graduation requirements took a distant third.

If courses could be structured to show again the interrelatedness of the Sciences and the Social Sciences, and the point consistently sold by the Social Scientist could be drawn back again to the importance of the Social Sciences, beyond just interest, but to necessity.

In Conclusion

Dr. Mary Broderich stated: "The behavioral Sciences may be construed as those disciplines that self-consciously attempt to construct and test hypothesis about individual behavior by methods similar to those used in the harder natural Sciences."(6)

The Social Sciences and the Natural Sciences are intricately woven

together, and one fails the test of effectiveness without the other. The Social Sciences must demonstrate a more contemporary approach aimed at developing new courses such as, 1. The History or Sociology of Energy Conservation, 2. The Sociology of Mathematics, 3. The History of Great World Scientists, 4. History programs for Museum Documents, Curators, etc., 5 The Sociology of Sport. A new direction and new approach towards teaching the Social Sciences must be forged.

Footnotes

1. Donald C. Pelz, "Some Social Factors Related to Performance in Research Organization." In Bernard Barber Walterhirsch The Sociology of Science. The Free Press, New York, Collier MacMillan Limited, London 1962. Page 357.

2. Ibid.

3. John R. Seely, "Social Science, Some Probative Problems". In Maurice Stein D. Arthur Vidich, Sociology on Trial, Prentice Hall, Englewood Cliffs, N. J. 1963. Page 54

4. Robert V. Daniels, Studying History: How and Why, Prentice Hall, Inc. 1966 Page 4

5. Doris Ricker Harston, Guide to Writing History, Reader's Digest, Cincinnati, Ohio, 1977 Page 222

6. Mary Broderick, Readings in the Philosophy of The Social Sciences, University of Minnesota, MacMillan Co., Collier Limited 1968 Page 463

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